

**THE STUDENTS' ABILITY IN COMPREHENDING THE ADVERTISEMENT
TEXTS AT THE SECOND YEAR STUDENTS
OF SMK TARUNA MANDIRI
PEKANBARU**



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PEKANBARU
1431 H/2010 M**

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Thesis

Submitted to fulfill one of requirements
For Under Graduate Degree in English Education
(S.Pd)



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ABSTRAK

Siti Maisyaroh (2009): Kemampuan Siswa Dalam Memahami Teks Iklan (Advertisement Texts) pada Siswa Kelas II SMK Taruna Mandiri Pekanbaru

Membaca, secara umum adalah aktivitas yang sangat penting dalam proses belajar. Ini penting karena merupakan fungsi pengetahuan dan informasi vital kita dari belajar dan hidup dapat kita dapatkan dari memahami bacaan. Dalam belajar bahasa Inggris, membaca merupakan salah satu kemampuan yang harus dimiliki oleh siswa. Tetapi kenyataannya banyak siswa yang tidak suka membaca. Sehingga ketika ujian banyak yang tidak lulus. Kenyataan itupun juga dapat dilihat dari sedikitnya pengunjung perpustakaan. Siswa lebih suka pergi ke kantin daripada ke perpustakaan. Berdasarkan observasi ini maka penulis menganggap banyak siswa yang tidak suka membaca, terutama membaca teks berbahasa Inggris, karena teks bahasa Inggris termasuk kategori sulit untuk dipahami oleh siswa. Mereka perlu menterjemahkan dahulu ke dalam bahasa Indonesia sebelum mereka memahami ide utamanya sedangkan salah satu dari materi teks bacaan di sekolah menengah kejuruan adalah teks iklan. Ini pun dapat dilihat dari materi bacaan mereka, diantaranya meliputi: Reading charts, Reading tables, Reading schedules, Reading advertisement. Oleh karena itu tujuan dari pembelajaran bacaan teks iklan itu sendiri sebenarnya adalah menjembatani kemampuan siswa dalam memahami bacaan. Pada ujian akhir, item dan materi terpenting mereka adalah reading dan listening. Oleh karena itu teks iklan adalah materi penting karena merupakan salah skill yang harus dimiliki siswa SMK (sekolah menengah kejuruan) dalam kelulusan ujian nasional. Dengan alasan inilah, penulis tertarik untuk meneliti mengapa sebagian siswa Kelas II *SMK Taruna Mandiri* masih kesulitan dalam memahami bacaan teks iklan.

Subjek dari penelitian ini adalah seluruh siswa kelas II *SMK Taruna Mandiri Pekanbaru* tahun akademik 2008/2009; total jumlah semuanya 329 siswa. Penelitian ini diambil dengan menggunakan total random sampling, jadi sample 10% dari 329 siswa adalah 40 siswa sedangkan objek dari penelitian ini adalah kemampuan siswa dalam memahami Teks Iklan. Pengumpulan data menggunakan teknik dokumentasi yang mana untuk mendapatkan informasi tentang kondisi dari lokasi penelitian, sedangkan Angket digunakan untuk menemukan faktor-faktor yang mempengaruhi siswa dalam memahami Teks Iklan. Teknik utama dari penelitian ini adalah dengan cara menyebarkan daftar pertanyaan pilihan ganda (Test) kepada siswa. Dalam menganalisa data, penulis menggunakan teknik deskripsi kualitatif dengan persentase, digunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Untuk mengetahui kategori siswa dalam memahami Teks Iklan apakah siswa tersebut tergolong kategori sangat bagus, bagus, sedang, buruk dan sangat buruk digunakan rumus sebagai berikut:

$$M = \frac{X}{N} \times 100\%$$

Untuk menganalisa nilai rata-rata siswa dalam memahami Teks Iklan, digunakan rumus sebagai berikut:

$$M = \frac{\sum X}{N}$$

Berdasarkan hasil analisa data, bisa dilihat bahwa kemampuan siswa dalam memahami Teks Iklan pada siswa kelas II SMK Taruna Mandiri Pekanbaru adalah tergolong kategori Sedang.

Beberapa faktor yang mempengaruhi siswa dalam memahami Teks Iklan adalah:

1. Siswa tidak membaca teks bahasa Inggris sebelum pelajaran dimulai.
2. Siswa tertarik dengan teks iklan, karena mereka suka dengan apa yang teks iklan tawarkan.
3. Siswa tidak mencoba untuk meningkatkan nilai pemahaman bacaan teks iklan mereka dengan rajin belajar.
4. Siswa tidak menyela dan bertanya kepada guru tentang pelajaran yang belum mereka pahami.
5. Siswa tidak menggunakan waktu luang mereka untuk banyak membaca teks berbahasa Inggris, seperti artikel, majalah, dan surat kabar.

ABSTRACT

Siti Maisyaroh (2009): The Students' Ability in Comprehending the Advertisement Texts at the Second Year of SMK Taruna Mandiri Pekanbaru

Reading, in general, is an activity which is incredibly important in a learning process. This is because functional knowledge and vital information for our study and life can be gained. In learning English, reading is also one of the skills that a learner must possess. But many students are not involved in reading. When they are tested, many of them can not pass the test. It also can be seen that the libraries in school have few visitors. Students prefer going to canteen to going to library. Based on this observation, the writer proposes that many students do not like reading, mainly reading English texts, because the English texts are typically difficult to understand by the students. They need to translate it into Indonesian before getting the idea of the text, whereas one of the materials in reading at vocational high school is reading the advertisement texts. It can be seen for reading materials include: Reading charts, Reading tables, Reading schedules, Reading advertisement. Meanwhile, the worth of learning the advertisement for the students of Vocational High School is to train students' ability in reading skill. At the final examination, items scope and materials include listening and reading. Therefore, reading the advertisement texts is essential because it is vital skill for the students of SMK (Vocational High School) tested in the national examination. In this reason, the writer is interested to investigate why some of the students are still difficult to comprehend the advertisement texts.

The subject of the study is all the second year students of *SMK Taruna Mandiri Pekanbaru* in the academic year 2008/2009; the total number is 329 students. This study taken by using total random sampling, so the sample is 10% of 329 students, namely 40 students whereas the object of this study is the students' ability in comprehending the advertisement texts.

The data is gathered by documentation technique which is used to get information about the condition of researches location, while questionnaire is used to find out about the factors influence the students' ability in comprehending the advertisement texts. The major technique of this research is by distributing a multiple choice test to the students. In analyzing the data, the writer uses qualitative description technique by percentage, as formulated bellow:

$$P = \frac{F}{N} \times 100\%$$

In order to know the students' category in comprehending the advertisement texts whether it is very good, good, enough, less and very fail as follows:

$$M = \frac{X}{N} \times 100\%$$

In order to analyze the mean of the students' score in comprehending the advertisement texts, the following formula is used:

$$M = \frac{\sum X}{N}$$

Based on the data analysis, it can be seen that the students' ability in comprehending the advertisement texts at the second year of *SMK Taruna Mandiri Pekanbaru* is enough category.

Some factors that influence the students' ability in comprehending the advertisement texts are as follows:

1. The students do not read English text before learning reading.
2. The students are *interested* in the advertisement texts because they like what the advertisement texts offer.
3. The students do not try to improve their reading advertisement text's score by studying hard.
4. The students do not interrupt and ask the teacher about the material when they do not understand it yet.
2. The students do not use their spare time to read a lot of English texts, such as articles, magazines, and newspapers.

ملخص

ستى ميسره (2009) وصيلة رغبة التلاميذ و قدرة التلاميذ في تفهيم القراءة تعليم اللغة الإنجليزية في مدرسة المتوسطة الحكومية رقم ثلاثة أوكوي.

مشكلة في هذا البحث هي قدرة التلاميذ في تفهيم القراءة تعليم اللغة الإنجليزية واطىء، بل رغبة وإرادة التميز في القراءة تعليم اللغة الإنجليزية خيرا.

هذا البحث استفعال اكاتبة في مدرسة المتوسطة الحكومية رقم ثلاثة أوكوي. الباحث في هذا البحث قدرة التلاميذ في تفهيم القراءة تعليم اللغة الإنجليزية، استعمال الكاتبة العينة في هذا البحث 30 % من كل العينة. استعمال الكاتبة طريقة لجميع البايئات في هذا البحث بالاستفتاء، الإختبار والمقابلة.

في تحليل البايئات، استعمال الكاتبة لمعرفة قدرة التلاميذ في تفهيم القراءة تعليم اللغة الإنجليزية كما يلي: اسد حسنة، حسنة، ناقص حسنة، غير حسنة. و لتحليلها تستعمل طريقة وصفية نوعية فى المائة برموز.

$$p = \frac{\text{Number of Correct Answer}}{\text{Number of Item}} \times 100$$

لمعرفة هل وصيلة بين عندهما فاستعمال الكاتب برموز:

$$R_{ser} = \frac{\sum (O_r - O_t)(M)}{SD_{tot} \sum \left[\frac{(O_r - O_t)^2}{P} \right]}$$

بناء من تحليل البايئات، وجدت الكاتبة خلاصة هي: ليس وجدت وصيلة بين رغبة قراءة التلاميذ و قدرة التلاميذ في تفهيم القراءة تعليم اللغة الإنجليزية. و غير ذلك عرفنا أن رغبة في تفهيم القراءة تعليم اللغة الإنجليزية في مدرسة المتوسطة الحكومية رقم ثلاثة

أوكوي حسنة 77% في المائة. بل قدرة التلاميذ في تفهيم القراءة تعليم اللغة الإنجليزية واطىء. يدل من 33 العينة وجد ايجابية حسنة 2 و ناقص حسنة 5 وغير ذلك عندهم غير حسنة.

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

Reading, in general, is an activity which is incredibly important in a learning process. This is because functional knowledge and vital information for our study and life can be gained. In learning English, reading is also one of the skills that a learner must possess.

Reading is one of the most important skills, because it takes an important activity for people in everyday life. Sometimes, people usually spend their time to read some reading materials. The main reading materials are newspaper, magazines, letter, textbooks, advertisements, short stories, novels, recipes, notices, articles, etc. Thus reading activity can be done at home, in the market, in the hospital, in the office, in the school or college even or anywhere where a text that can be read which is available. Furthermore, people for many purposes, such as to get information when reading textbooks, articles or newspaper. And people also read in order to know direction notices or signs. Then, by reading magazines, novels, short stories and poems they will get enjoyment pleasure.

Reading materials in a foreign language is different from reading in the students' native language. English is foreign language for Indonesian students. Moreover reading an English text is not an easy task for them, because many difficulties appear during this reading activity. Reading source language is easier, because the students are familiar with the language, the vocabulary and the

structure of their own. While reading in target language, they have to face the new words, grammar and structure of the language.

In learning English, one of the language skills in which the students need to obtain is reading. The aim of teaching reading is to make students be able to read the texts effectively and efficiently. They do not only understand the structure of the texts but also comprehend the meaning of the texts. In this case, since English is not our first language, many students face difficulties to understand the reading texts well.

For many years, reading has much portion of time in teaching and learning activities at school. In doing this activity, students should recognize that its intention is to comprehend the texts in order to expand and enhance their knowledge.

According to Latham in Burnes D. and Page (1985:25), reading can be grouped into two kinds. They are code emphasis reading and meaning emphasis reading. In code emphasis, readers make a relationship between a word and its sound in the reading texts. And in meaning emphasis, readers are trying to get the meaning that the writer intended to say from the reading texts.

Reading is grasping information presented in the newspapers, magazines, books and encyclopaedias. It is one of the main language skills that must be developed and mastered by the teacher and students. In fact, reading is an intricate and complicated process: it involves internal and external factors of the readers.

Reading goals for the junior high school level should include gaining word-study and comprehension skill, expansion of interest and improvement of

taste, increasing in reading speed, and development of the ability to meet the demands of different subject areas. There are at least four purposes of reading which should be acknowledged:

- (1) Reading for pleasure,
- (2) Reading for specific information,
- (3) Reading for copying and checking, and
- (4) Reading for absorb information

Based on the writer experiences and observation, some of Indonesian students fail to comprehend the content of a text when reading in English. The reason is when they found difficult words; they will stop reading when using dictionary to check the meaning of those word. And some of them read word by word then translating the new language into their native language. Most of their steps are wasting time and tend to focus their attention on the words. Finally, they get bored and cannot continue their reading activity.

Since the advertisement is an authentic material, it tends to us specific vocabulary that is related to the topic. And words that are used advertisement are different from the words that are used in the textbooks, notices, signs, etc. an advertisement language contains an indirect meaning from the writer or advertiser, but the other convey a direct meaning from the writer.

Based on the researcher's experience and observation, it is difficult for the students to understand what the advertiser actually wants to express trough the products advertised, and it is related to meaning. In fact, the students often accept blindly what the writer writes, especially in the printed media that is published

and they will suppose it all as a truth. Advertisement tends to exaggerate something. So it does not reflect the truth. Thus, it functions to sell some products such as cosmetics, fashions, electronics, etc. the advertiser will attempt to persuade the readers by using words that bring message indirectly. Furthermore, advertisement is not a true mirror, but a mirror that is distorting the quality. The advantages of reading to advertisement

Based on William H. Brannen (1983:71), there are some advantages of reading advertising such as:

1. Provide readers the means to compare, discuss clips coupons, or take along on the shopping trip.
2. Provide an opportunity to reach specific target markets

Besides those advantages, the function of advertisement is simply to provide information, possibly about the mere existence of some product and necessarily some persuasive facet. And to get across information and invite patronage or some other responses are to purchase the product and service.

Meanwhile, the worth of learning the advertisement for the students of Vocational High School is to train students' ability in reading skill at the final examination, items scope and materials include listening and reading. For reading materials include:

1. Reading charts
2. Reading tables
3. Reading schedules
4. Reading advertisement

Therefore, reading the advertisement texts is exceptionally practical for the students of Vocational High School to assist them in facing the examination.

Vocational high school of Taruna Mandiri is one of vocational school in Pekanbaru. This school has a lot of subjects. One of them is English. Based on the syllabus of *SMK Taruna Mandiri* (2007) there are four skills studied here. They are listening, speaking, reading and writing. English is taught four hours in a week including reading.

One of the materials in reading at vocational high school is reading the advertisement texts. It is imperative for the students to have skill in reading the advertisement texts because they will notice the advertisement texts in English while seeking for job and information in a newspaper. Pertaining to the importance of reading the advertisement texts, the government puts reading the advertisement texts in the curriculum at vocational high school.

In contrast, there are many students of *SMK taruna Mandiri* having problems, particularly in reading the advertisement texts. It can be seen in the following phenomena:

1. Some of students have difficulties in understanding the language of the advertisement texts.
2. Some of students have mistakes in differentiating kinds of the advertisement texts.
3. Some of students are not able to identify the attractiveness of motion words on the advertisement texts.

4. Some of students are still confused in getting specific information from the advertisement texts.

Based on the preliminary observation above, the writer is interested in conducting a research entitled “The Students’ Ability in Comprehending the Advertisement Texts at the Second Year Students of SMK Taruna Mandiri Pekanbaru “.

B. The Problem

- a. The Identifications of the Problem.

Related to the background and phenomena above, the problem can be identified as follows:

1. What factors influence the students having difficulties in understanding the language of the advertisement texts?
2. Why do the students feel hard in differentiating kinds of the advertisement texts?
3. Why are the students confused in getting specific information from the advertisement texts?
4. Why are not the students able to identify the attractiveness of motion words on the advertisement texts?

- b. The Limitation of the Problem.

Since the problem is excessively broad, the writer desires to limit it in order to focus on the specific problem. In this case, the writer only focuses on the students’ ability in comprehending the advertisement texts,

especially about jobs, education, sales, and accommodation text, published in *Riau Pos*, *Riau Mandiri*, and other local magazines.

c. The Formulation of the Problem.

Based on the limitation above, the problem, in this research, is formulated as follows:

- a. How is the students' ability in comprehending the advertisement texts at the second year students of *SMK Taruna Mandiri Pekanbaru*?
- b. What factors influence the students' ability in comprehending the advertisement texts at the second year students of *SMK Taruna Mandiri Pekanbaru*?

C. The Reason of Choosing the Title

The writer is interested in choosing this research because of some reasons:

1. This topic is essential because reading the advertisement texts is vital skill for the students of *SMK* (Vocational High School) tested in the national examination.
2. This topic is very important to be discussed because it offers some positive ideas in order to improve the students' ability in comprehending the advertisement texts.
3. As far as the writer knows, the title is not investigated yet.

D. The Objectives and the Need of the Study

- a. The Objectives of the Research

1. To find out the ability of the second year students of *SMK Taruna Pekanbaru* in comprehending reading the advertisement texts.
 2. To investigate some factors influencing the students' ability in comprehending the advertisement texts.
- b. The need of the study
1. To give a lot of information for students and increase their ability in comprehending the advertisement texts.
 2. To give contribution to the teacher *SMK Taruna Pekanbaru* in reading the advertisement texts.
 3. To fulfil one of the partial requirements for the graduate of S1 Degree at English Education Department of UIN SUSKA RIAU.

E. The Definition of the Terms

1. Ability is skill or power (Oxford Learner's Pocket Dictionary, oxford university press, 2003: 1) in this study; ability means the students have skill or power in comprehending the advertisement texts.
2. The students are those who are studying at a school, college, university, etc. (Oxford Learner's Pocket Dictionary, oxford university press, 2003: 429).
3. Comprehending means grasp meaning from the written text or have fully understanding about the text. (Nuttal, 1982: 14)
4. Reading texts are written or printed materials for reading (Nuttal, 1982:15).

5. Advertisement is a public notice offering or asking for goods, services, etc. (Hornby, 1995: 7). In this study, advertisement is promotional activities to introduce or offer some products and services in the written form.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Reading Ability

According to G. N. Garmonsway (1979: 2) ability is capacity or power or proficiency. Therefore, ability, in this research, means that the students have proficiency in comprehending reading (text) based on the advertisement texts.

Yuladina (2007 cited in Fina Varita, 2007:8) proposes some concepts which are related to ability as follows:

a. Intelligence

For those who have high intelligence, they will have high ability in a learning process.

b. Interest

If they do not interest the subject, it will influence their ability to master the subject.

c. Motivation

The higher motivation that we have, the easier we learn something.

d. Health

The terrible physic decreases the ability in learning something.

In fact, the ability to comprehend the reading text is different to everyone although they read the some material. It can be caused by some factors, for example, students' readiness, motivation and enthusiasm to ward the reading text. It means that the teacher needs to choose an interesting and appropriate material

for the students. Beside that, teaching reading is not an easy matter for English teachers. There, the teachers are charged to encourage student eagerness to have as many English reading texts as possible. The teacher should be clever in finding choosing an appropriate method or technique in teaching reading comprehension. The technique should be able to encourage and motivate them to learn. If the technique is suitable with the purpose of reading the students will be easy to comprehend the reading text.

Gocsic (1997), quoted by Rahma (2003:2) said that by helping students develop their strategies in reading, the teacher would enable them to be more successful in reading and understanding by themselves. It means either strategies or techniques involved in teaching reading could influence the ability of students to understand the materials read texts.

In the reading text, the students are expected to master the whole English skill competence, not only reading, speaking, writing and listening, but also some other aspect component of English, such as vocabulary, grammar or syntax, spelling, pronunciation, where as the duration of the time to present all those English skill is not enough so that the time for having reading exercises is not enough either. For the sequences, the students do not understand the reading texts, so that they can not get the authors ideas.

B. The Nature of Reading Comprehension

Hornby (1975:174) says that reading is to reproduce the words of author's book. It is clear that reading is an interactive process. It means that a process in which the reader engages of ideas with an author via text. Patricia

L. Carell (1982:12) says that reading is a receptive language process. The writer encodes thought as a language and the reader the language to the thought. From this definition, it can be concluded that reading comprehension is not only to reproduce a sound when we are reading, but also it needs an understanding to get the meaning.

In addition, Jhonston (1983:145) says that comprehension is an activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about the reading text. It means that the primary activity of reading is to comprehend what the text or passage about. Therefore, the reader must also recognize the factual information in detail such as person, places, event and time.

Therefore, reading comprehension is an interaction process between the writer and the reader. It means that reader's interaction with printed message continues beyond a range of thinking operation as guided by a purpose of reading. Comprehension of written text is a complex process by which the reader tries to reconstruct a message encoded in graphic language by the writer.

C. The Nature of Reading Texts

Reading has been described as a process of coding a particular writing system into language or process, of getting meaning from written material. Burnes (1985:5) defines that reading requires comprehending written discourse. It is an interactive process in which the reader engages an exchange of ideas with an author via the text.

Nuttall (1982:15) says that the text is the core of the reading process. He proposes that the message is transmitted from the writer to the reader. On the other hand, the students have problem in getting the message from the writer since there are vocabulary and structure that the students have never been seen before. In addition, Jeremy Harmer (1991:190) claims that reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. Unlike listening text, a reading text moves at the speed of the reader. In other words, it is up to the reader to decide how fast he or she wants to (or scan) read a text. The fact that reading texts are stationary is clearly a huge advantage.

Kustaryo (1988:2) suggests that reading is meaningful interpretation of printed or written verbal symbol. Furthermore, Nunan (1995:64) states that reading is viewed as process of decoding written symbols. He concludes that reading is the combination of word recognition and intelligence, and emotion interrelated with prior knowledge to identify with the message communicatively. From all the definitions above, the writer concludes that reading involves the writer, the message, the text (printed material) and the reader.

D.The Nature of Advertising

According to Russs and Kikpatrick (1982:386), advertising is any paid form of no personal presentation and promotion of ideas, product or

service by identified sponsor. Whereas, Gerald B. Mcready (1982:92) acknowledges that advertising is any paid form of no personal communications.

Ralph I. Dorff (1983:103) states that advertising is the manufacturer's sales and educational message to the marketplace. In addition, William H. Brannen (1983:49) states that advertising message is what you have to say and how you say it. Media, on the other hand, are when and where you say it. The process by which advertising message (and other ones) is communicated known as communication's process. Advertising media is the target market for customers of business, such as newspaper, magazines, radio, and television.

Advertising is a promotion of idea, product, or service by an identified sponsor attempting to inform or persuade a precise target audience. While advertising can be successful at getting the message out, it does have several limitations, including its inability to focus on an individual consumer's specific needs, provide in-depth information about a product, and be cost-effective for small companies (Boone, Et al). Whereas, Harvey Krentzman (1981:3) says that advertising is used primarily to inform the consumer of the availability of products or services and their use that buyers can make of them. Besides informing, however, advertising must convince potential buyers that a particular product or service is superior to its contender.

Advertising consists of non-personal form of communication conducted through paid media under a clear sponsorship. Advertising comes in

many forms and has many uses: it involves magazine and newspapers' space; radio and television; outdoor displays (poster, signs, sky writing); direct mail; novelties (matchboxes, blotters, calendars); cards (car, bus); directories; and circulars. It can be used for such diverse purposes as long-term build up of the organization's image (institutional advertising) long-term build up of particular brand (brand advertising), dissemination of information about sale, service, or event (classified advertising), announcement of a special sale (sale advertising) and advocacy of a particular case (advocacy advertising). Advertising is only able to carry on a monologue, not a dialogue, with the audience (Philip Kotler, 1980:520).

According to Maslow's Theory, any advertisement has five levels of basic needs, such as: psychological need, safety need, social need, esteem need, and self-actualization need. First, Psychological need is the most basic need and it is the most important need, because it influences an audience's feeling. Second, safety need is the basic that prefers to have higher quality stuff. Third, social need is the need to make people increase their desire for something. Fourth, esteem need is the advertisement offers esteem because after people are already satisfied with other basic things, they want to get special thing for their satisfaction. And the last, self-actualization need is advertisement has great power to control our minds (Maslow in Philip Kotler 1982:248).

E.The Language of Advertisement

Language has powerful influencing people and their behaviour. This is especially true in the fields of marketing and advertising. The choice of language to convey specific message with the intention of influencing people is essentially important. Visual content and design in advertising comprises a very great impact on the purchaser. However, its language helps people to identify a product and remember it as quoted Fitri Aggraini, 2006:12.

Ricard and Curran, (1985:97) put forward that the most commonly languages used in advertising text are adjectives and verbs. They are:

<u><i>Adjectives</i></u>	<u><i>Verbs</i></u>
New	Make
Good/better/best	Get
Free	Give
Fresh	Have
Delicious	see
Safe	Buy
Wonderful	go
Special	look
Love	need
Great	like

Good and new are over twice as popular as any other adjectives.

The importance of advertising is “steadily on the increase in modern society”. Just as the media of social communication themselves have

enormous influence everywhere, so advertising using media is its vehicle, is a pervasive, powerful force shaping attitudes and behaviour in today's world. The information provided by the media is at the service of common good. The field advertising is extremely broad and diverse. In general terms, of course an advertisement is simply a public meant to convey information and invites patronage or some other responses. Advertising has two basic purposes: to inform and to persuade.

Advertising is not the same as marketing (the complex of commercial functions involved in transferring goods from producers and consumers) or public relations. According to Patti and Frazer as quoted by Fitri Aggraini (2006:14) advertising has several kinds:

- a. Commercial advertising promotes products and services
- b. Public service advertising represents various institutions, programs, cases and phenomenon of growing importance today.
- c. Political advertising endorses the interest of parties and candidates.

Advertising also has a direct but powerful impact on society through its influence on media. Many publications and broadcasting operations depend on advertising revenue for survival.

F. The Concept of the factors influence students' ability in comprehending the advertisement text

Muhibbin Syah (2003:132-139) comments that factors influence students in learning are:

1. Internal factors

These factors come from the students themselves, which consist of psychological aspects (the organ of the body) and psychological aspects such as:

- Health. Someone who learns requires healthy condition.
- Enthusiasm. According to Agus Soejono (1979:84) says that enthusiasm is a concentration of attention which is not intended and burned fully its ability and which is not depended from talent and his environment.
- Attention. A student shall have attention at one particular lesson because, without attention, the student will not understand with the presented lesson.
- Fatigue. It can be grouped into two groups, namely tired and corporeal fatigue of spirit. The former can be seen powerlessly of our legs and hands, while spiritual fatigue is due to confusion that happened in our body or equally.

Related to internal factor, Ahmadi (2002:284-287) writes that there are three factors influencing the students in learning. They are: physical factors, psychological factors and tired factors;

➤ Physical Factors consist of :

1. Health factor
2. Defect of body

➤ Psychological Factors consists of :

1. Intelligence
2. Attention

3. Enthusiasm

4. Talent

5. Motive

6. Maturity

➤ Tired Factors consists of :

1. Corporeal fatigue

2. Spiritual fatigue

2. External Factors

This concept consists of social environment such as family, teachers and staffs, society and friend, and non-social environment such as house, school, equipment and atmosphere.

In addition, Ahmadi (1990:283) explains that there are two factors contributing students get hold of difficulty in learning. The first is endogen factors and the second is exigent factor.

1. Endogen Factor

Endogen factor is the factor coming from inside of students' personality. Usually, this factor consists of biological and psychological. *Biological factor* deals with students' physics. For example is defect of body. *Psychological factor* deals with students' spirit, such as intelligence, motivation, talent, and emotion. Those are able to make them unselfish-confident in learning.

2. Exigent Factor

Exigent factor is the factor coming from outside of students' personality. Generally, it consists of three things. The first is family environment, for instance; parents, home situation and family economic factors. The second is school environment, such as the method offered is insufficient, the inconvenience relationship between teacher and students, and the material provided are excessively high for normal measurement of students' ability and incomplete learning facility in the school. The last is social environment, such as mass media and close friend, which shows bad influences and lifestyle of students' neighbourhood.

G. The Relevant Research

To avoid the same title, therefore, the writer shows the relevant research in this study. There is "a study on the students' ability in reading comprehension at SMAN 5 Pekanbaru" conducted by Artinda Afriani (2007). She has found out the students' ability in comprehending the reading texts.

Furthermore, Susanti (2006) conducted the almost similar research in her analysis research entitled "students' ability in identifying word meaning based on the context in reading texts at third year students of senior high school 09 Pekanbaru".

It is clear that the above researches are descriptive research focusing on reading. They are almost similar with the writer' study, but both of them do not focus on the advertisement texts as writers' study.

H. The Operational Concept

Operational concept is extremely significant used to keep away from misunderstanding and misinterpretation in a research. For this reason, operational concept must be defined in a clear statement to obtain the needed data at the research location. Therefore, it is necessary to clarify briefly the variable used in analyzing the data. There is one variable used in this research, namely the students' ability in comprehending reading (text) based on the advertisement texts at the second year students of SMK Taruna Mandiri Pekanbaru, the indicators are:

A. Students' ability in comprehending the advertisement texts can be seen follows:

1. The students are able to answer the questions about kinds of the advertisement texts.
2. The students are able to catch precise information from the advertisement texts.
3. The students are able to answer the questions about understanding the language of the advertisement texts.
4. The students are able to identify the attractiveness of motion words on the advertisement texts.

B. The factors that can contribute students' ability in comprehending the advertisement texts can be in the attitude factor. The indicators of attitude factor in general can be divided in to three aspects, such as the ones feeling what the object, his behaviour, and his knowledge about the object. So, all of them can be seen as follows:

- Students have much willing in learning the advertisement texts.
- Students have discussion with their acquaintances when learning the advertisement texts.
- Students have good understanding about the significant of advertisement texts.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Location of the Research

This research was carried out at the second year students of *SMK Taruna Mandiri Pekanbaru*. This school is located at *Rajawali Sakti* street, *No 90, Tampan, Panam, Pekanbaru*. It was started in the first of April 2009.

B. The Subject and Object of The Research

The subject of the study is the second year students of *SMK Taruna Mandiri Pekanbaru* whereas the object of this study is the students' ability in comprehending the advertisement texts.

C. The Population and Sample of The Research

The population of this research is the second year students of *SMK Taruna Mandiri Pekanbaru* in the academic year 2008/2009. These students are consist of 10 classes divided into three classes. They are MO (Otomotif), SP (Survey Pemetaan), and EK (Elektronik Komunikasi) class. The total number is 329 students. The writer takes 15% as sample. It is relevant to Suharsimi's opinion (2006:134). He says that if the population is less than 100 respondents we can take all of but if more than 100 respondents can take 10% - 15% or 20% - 25% or more than. Sample of this research is taken by using total random sampling, so the sample is 10% of 329 students, namely 40 students.

TABLE I
THE POPULATION OF THE SECOND YEAR STUDENTS OF
SMK TARUNA MANDIRI, PEKANBARU

Class	Population		Total	Sample
	Male	Female		
2 MO 1	33	-	33	4
2 MO 2	31	-	31	4
2 MO 3	30	1	31	4
2 MO 4	28	-	28	4
2 SP 1	24	3	27	4
2 SP 2	25	3	28	4
2 EK 1	30	8	38	4
2 EK 2	33	4	37	4
2 EK 3	30	7	37	4
2 EK 4	34	5	39	4
	298	31	329	40

D. The Data of Collection Technique

1. Test

The writer collects the data by using the assessment to recognize the students' ability. It is multiple choice test which consists of 30 items. The students are asked to choose one correct answer. The writer takes the examples of the test from some books (English Reading Books).

2. Questionnaire

It is used to find out the percentage of the factors obstructing the students' ability in comprehending the advertisement texts. The writer will apply the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage of the classification in majority

F = the total respondents' classification in each form

N = the total number of respondents

(Sudijono 1997:40)

E. The Data Analysis Technique

This study is a descriptive study. The writer manages this study as objectively as possible to describe and interpret the data on proficiency of the students in comprehending the advertisement texts. The data would be analyzed as follows:

1. The students would be given a number of tests related to comprehending the advertisement texts.
2. The number of correct answer would be calculated by using a formula in order to obtain their score as follows:

$$M = \frac{X}{N} \times 100\%$$

Where: M= individual scores

X = the number of correct answer

N = the number of items

3. The mastery level of the students on comprehending the advertisement texts would be categorized by following classification Sudijono (2003; in Andayani, 2007:23)

TABLE II
THE LEVEL SCORES STUDENTS

The score of the ability	Category
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

4. To compute the average score from the test, the writer uses a formula determined by Suharsimi Arikunto (1996:273) as follows:

$$M = \frac{\sum X}{N}$$

Where: M : the mean / average of the students' score

$\sum X$: the sum of the students' score

N : the total number of students

5. In order to know the percentage of students' classifications, the formula used is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P = the percentage of the students' classification in major (group)

F = the total scores of respondents' classification in each element

N = the total number of respondents

(Sudijono 1997:40)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Data of Students' Ability in Comprehending the Advertisement Texts

In this chapter, the writer will present the result of the research. The presented data were obtained through the test. They are related to the Students' Ability in Comprehending the Advertisement Text. The test was a main instrument because it was considered to preset all data needed about the Students' Ability in comprehending the advertisement texts.

The test was administered based on the operational concept in chapter one. There were 40 students who did the test and the students' scores were taken from individual correct answer. If the students are able to answer the question, they will obtain 1 point, but if they can not answer the question, they gain 0 (zero).

In order to know the criteria of the students' ability in comprehending the advertisement texts, the writer makes classification, namely very good, good, enough, less, and fails level.

Based on the formulation of the problems that have already been presented in chapter one, there are two problems in this research. They are: 1. How is the students' ability in comprehending the advertisement texts at the second year students of *SMK Taruna Mandiri Pekanbaru*? 2. What factors influence students in comprehending the advertisement texts at the second year students of *SMK Taruna Mandiri Pekanbaru*?

a. The Students Ability in Comprehending the advertisement texts.

The data taken from the students' test in comprehending the advertisement texts can be seen in the following table:

TABLE III
THE STUDENTS' SCORES IN COMPREHENDING THE
ADVERTISEMENT TEXTS

No	Students' Name	X	N	Score	Level
1	Students 1	20	30	67	Good
2	Students 2	23	30	77	Good
3	Students 3	19	30	63	Enough
4	Students 4	21	30	70	Good
5	Students 5	19	30	63	Enough
6	Students 6	18	30	60	Enough
7	Students 7	19	30	63	Enough
8	Students 8	16	30	53	Less
9	Students 9	19	30	63	Enough
10	Students 10	19	30	63	Enough
11	Students 11	20	30	67	Good
12	Students 12	20	30	67	Good
13	Students 13	14	30	47	Less
14	Students 14	22	30	73	Good
15	Students 15	19	30	63	Enough
16	Students 16	18	30	60	Enough
17	Students 17	17	30	57	Enough
18	Students 18	14	30	47	Less
19	Students 19	21	30	70	Good
20	Students 20	23	30	77	Good
21	Students 21	21	30	70	Good
22	Students 22	15	30	50	Less
23	Students 23	19	30	63	Enough
24	Students 24	19	30	63	Enough
25	Students 25	12	30	40	Fail
26	Students 26	17	30	57	Enough
27	Students 27	16	30	53	Less
28	Students 28	10	30	33	Fail
29	Students 29	10	30	33	Fail
30	Students 30	12	30	40	Fail
31	Students 31	17	30	57	Enough
32	Students 32	13	30	43	Less
33	Students 33	21	30	70	Good
34	Students 34	20	30	67	Good
35	Students 35	11	30	37	Fail
36	Students 36	21	30	70	Good
37	Students 37	13	30	43	Fail
38	Students 38	10	30	33	Fail
39	Students 39	13	30	43	Fail
40	Students 40	12	30	40	fail
	Total	683		2275	

2. The factors influencing the students' ability in comprehending the advertisement texts

The data explaining the factors influencing the students' ability in comprehending the advertisement texts is gained by giving questionnaires to the objects of this research. The questionnaires' guidance consist of 15 questions multiple choices.

TABLE IV
THE STUDENTS READ ENGLISH TEXT BEFORE LEARNING READING

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	11	12.5 %
B	Often	2	5 %
C	Sometimes	19	27.5 %
D	Seldom	5	47.5 %
E	Never	3	7.5 %
TOTAL		40	100 %

The table IV above shows that 11 students (12.5%) choose always, 2 students (5%) prefer often, 19 students (27.5%) pick sometimes, and 5 students (12.5%) choose seldom, and 3 students (7.5%) consider that they never read the English text before learning reading.

TABLE V
THE TEACHER EXPLAINS READING MATERIAL, ESPECIALLY READING THE ADVERTISEMENT TEXTS CLEARLY

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	0	0
B	Often	2	5 %
C	Sometimes	15	37.5 %
D	Seldom	18	45 %
E	Never	5	12.5 %
TOTAL		40	100 %

The table V above shows that no one of respondents chooses always, 2 students (5%) choose often, 15 students (37.5%) pick sometimes, 18 students (45%) choose seldom, and 5 students (12.5%) think that the teacher never explains the reading material, especially reading the advertisement texts clearly.

TABLE VI
THE STUDENTS ARE INTERESTED IN THE ADVERTISEMENT TEXTS
BECAUSE OF THE ATTRACTIVENESS OF MOTION WORDS

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	0	0 %
B	Often	2	5 %
C	Sometimes	17	42.5 %
D	Seldom	18	45 %
E	Never	3	7.5 %
TOTAL		40	100 %

The table VI above shows that no one chooses always, 2 students (5%) of respondents pick often, 17 students (42.5%) select sometimes, 18 students (45%) choose seldom, and 3 students (7.5%) view that they are never interested in the advertisement text because of the attractiveness of motion words.

TABLE VII
THE STUDENTS READ PASSAGE MORE THAN ONCE OR SEVERAL
TIME TO COMPREHEND IT COMPLETELY

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	7	17.5 %
B	Often	13	32.5 %
C	Sometimes	12	30 %
D	Seldom	5	12.5 %
E	Never	3	7.5 %
TOTAL		40	100 %

The table VII above shows that there are 7 students (17.5%) of respondents pick always, 13 students (32.5%) prefer often, 12 students (30%)

choose sometimes, 5 students (12.5%) select seldom, and 3 students (7.5%) assert that the students never read passage more than once or several time to comprehend it completely.

TABLE VIII
THE STUDENTS ARE *INTERESTED* IN THE ADVERTISEMENT TEXTS BECAUSE THEY LIKE WHAT THE ADVERTISEMENT TEXTS OFFER

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	19	47.5 %
B	Often	11	27.5 %
C	Sometimes	2	5 %
D	Seldom	5	12.5 %
E	Never	3	7.5 %
TOTAL		40	100 %

The table VIII above shows that there is 19 students (47.5%) selects always, 11 students (27.5%) pick often, 2 students (5%) prefer sometimes, 5 students (12.5%) choose seldom, and there is 3 students (7.5%) affirming that they are never interested in the advertisement text because they like what the advertisement texts offer.

TABLE IX
THE STUDENTS FEEL THAT LEARNING READING THE ADVERTISEMENT TEXT IS MUCH USEFUL FOR THEIR FUTURE, LIKE SEEKING JOB, AND ANOTHER INFORMATION

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	0	0 %
B	Often	2	5 %
C	Sometimes	18	45 %
D	Seldom	17	42.5 %
E	Never	3	7.5 %
TOTAL		40	100 %

The table VIX above shows that no one chooses always, there are 2 students (5%) select often, 18 students (45%) pick sometimes, 17 students (42.5%) chooses seldom, and 3 student (7.5%) declares that he never feels that learning reading the advertisement text is much useful for their future, like seeking job, and another information.

TABLE X
WHEN THE STUDENTS FIND A NEW VOCABULARY ON THE
ADVERTISEMENT TEXTS, THEY WRITE IT

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	9	22.5 %
B	Often	3	7.5 %
C	Sometimes	11	27.5 %
D	Seldom	7	17.5 %
E	Never	10	25 %
TOTAL		40	100 %

The table X above shows that there are 9 students (22.5%) of respondents choose always, 3 students (7.5%) select often, 11 students (27.5%) pick sometimes, 7 students (17.5%) prefer seldom, and 10 students (25%) state that they never write a new vocabulary when they find it on the advertisement text.

TABLE XI
THE STUDENTS PAY ATTENTION TO THE LESSON DURING THE
TEACHING AND LEARNING PROCESS

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	11	27.5 %
B	Often	5	12.5 %
C	Sometimes	13	32.5 %
D	Seldom	10	25 %
E	Never	1	2.5 %
TOTAL		40	100 %

The table XI above shows that there are 11 students (27.5%) of respondents choose always, 5 students (12.5%) select often, 13 students (32.5%) pick sometimes, 10 students (25%) prefer seldom, and 1 students (2.5%) asserts that he never pays attention to the lesson during the teaching and learning process.

TABLE XII
THE STUDENTS LOOK DICTIONARY WHEN THERE ARE DIFFICULT
WORDS IN THE READING TEXTS, ESPECIALLY THE
ADVERTISEMENT TEXTS

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	10	25 %
B	Often	3	7.5 %
C	Sometimes	21	52.5 %
D	Seldom	4	10 %
E	Never	2	5 %
TOTAL		40	100 %

The table XII above shows that there are 10 students (25%) of respondents prefer always, 3 students (7.5%) choose often, 21 students (52.5%) pick sometimes, 4 students (10%) select seldom, and 2 students (5%) affirm that they never look dictionary when there are difficult words in the reading texts, especially the advertisement texts.

TABLE XIII
THE TEACHER MOTIVATES THE STUDENTS TO READ A LOT OF
ENGLISH TEXT BOOKS

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	2	5 %
B	Often	2	5 %
C	Sometimes	13	32.5 %
D	Seldom	9	22.5 %
E	Never	14	35 %
TOTAL		40	100 %

The table XIII above shows that there are 2 students (5%) of respondents choose always, 2 students (5%) prefer often, 13 students (32.5%) select sometimes, 9 student (22.5%) picks seldom, and 14 student (35%) thinks that the teacher never motivate him to read a lot of English text books.

TABLE XIV
THE STUDENTS TRY TO IMPROVE THEIR READING
ADVERTISEMENT TEXT'S SCORE BY STUDYING HARD

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	13	32.5%
B	Often	20	50 %
C	Sometimes	6	15 %
D	Seldom	0	0 %
E	Never	1	2.5 %
TOTAL		40	100 %

The table XIV above shows that there are 13 students (32.5%) of respondents chooses always, 20 students (50%) pick often, 6 students (15%) select sometimes, no one students (0%) prefer seldom, and 1 students (2.5%) confess that they never try to improve their reading advertisement text's score by studying hard.

TABLE XV
THE STUDENTS FEEL THAT LEARNING THE READING
ADVERTISEMENT TEXTS IS NOT ONLY IN ORDER TO PASS THE
EXAMINATION BUT ALSO TO ENRICH THEIR VOCABULARIES,
AND IMPROVE THEIR KNOWLEDGE

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	0	0 %
B	Often	1	2.5 %
C	Sometimes	15	37.5 %
D	Seldom	14	35 %
E	Never	10	25 %
TOTAL		40	100 %

The table XV above shows that no one students (0%) of respondents choose always, 1 students (2.5%) select often, 15 students (37.5%) pick sometimes, 14 students (35%) prefer seldom, and 10 students (25%) think that they never feel that learning reading the advertisement texts is not only in order to pass the examination but also enrich their vocabularies, and improve their knowledge.

TABLE XVI
THE STUDENTS INTERRUPT AND ASK THE TEACHER ABOUT THE
MATERIAL WHEN THEY DO NOT UNDERSTAND IT YET

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	20	50 %
B	Often	5	12.5 %
C	Sometimes	13	32.5 %
D	Seldom	1	2.5 %
E	Never	1	2.5 %
TOTAL		40	100 %

The table XVI above shows that there are 20 students (50%) of respondents choose always, 5 students (12.5%) pick often, 13 students (32.5%) choose sometimes, 1 students (2.5%) prefer seldom, and 1 students (2.5%) too admit that they never interrupt and ask the teacher about the material when they do not understand it yet.

TABLE XVII
THE TEACHER TEACHES READING THE ADVERTISEMENT TEXTS
BY USING MEDIA

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	5	12.5 %
B	Often	2	5 %
C	Sometimes	22	55 %
D	Seldom	11	27.5 %
E	Never	0	0 %
TOTAL		40	100 %

The table XVII above shows that there are 5 students (12.5%) of respondents take always, 2 students (5%) pick often, 22 students (55%) choose sometimes, 11 students (27.5%) prefer seldom, and no one (0 %) acknowledges that the teacher never teaches reading the advertisement texts by using media.

TABLE XVIII
THE STUDENTS USE THEIR SPARE TIME TO READ A LOT OF
ENGLISH TEXTS, SUCH AS ARTICLES, MAGAZINES, AND
NEWSPAPERS

ITEMS	ALTERNATIVE	FREQUENCY	PERCENTAGE
A	Always	22	55 %
B	Often	5	12.5 %
C	Sometimes	6	15 %
D	Seldom	4	10 %
E	Never	3	7.5 %
TOTAL		40	100 %

The table XVIII above shows that there are 22 students (55%) chooses always, 5 student (12.5%) picks often, 6 students (15%) select sometimes, 4 students (10%) choose seldom, and 3 students (7.5%) think that they never use their spare time to read a lot of English texts books.

A. The Data Analysis

1. The Students' Ability in Comprehending the Advertisement Texts.

In this chapter, the writer would like to analyze the data obtained from testing score result on the data presentation. Therefore, in order to know the frequency and percentage of the students' ability in comprehending the advertisement text, the writer formulates the table as seen in the following table:

TABLE XIX
THE FREQUENCY OF STUDENTS' ABILITY IN COMPREHENDING
THE ADVERTISEMENT TEXTS

No	Score	Frequency (f)	S x F	%
1	77	2	154	5 %
2	73	1	73	2.5 %
3	70	5	350	12.5 %
4	67	4	268	10 %
5	63	8	504	20 %
6	60	2	120	5 %
7	57	3	171	7.5 %
8	53	2	106	5 %
9	50	1	50	2.5 %
10	47	2	94	5 %
11	43	3	129	7.5 %
12	40	3	120	7.5 %
13	37	1	37	2.5 %
14	33	3	99	7.5 %
	Total	40	2275	100%

The table XIX describes that 12 students (30%) are good, 13 students (32.5%) are enough, while 6 students (15%) are less, and 9 students (22.5%) can not answer the test well.

The percentage of the students' ability in comprehending the advertisement texts can be shown in the following table:

TABLE XX
THE PERCENTAGE OF STUDENTS' SCORE IN
COMPREHENDING
THE ADVERTISEMENT TEXTS

No	Classification		Frequency	Percentage (%)
	Score	Mastery		
1	80-100	Very Good	0	0
2	66-79	Good	12	30%
3	56-65	Enough	13	32.5%
4	46-55	Less	6	15%
5	0-45	Fail	9	22.5%
	Total		40	100%

From table XX above, it can be concluded that the bulk students have the poor level. From 40 students did the test, there are none of them getting very good score level In comprehending the advertisement texts. The writer just finds 12 students (30%) obtain good score level, 13 students (32.5%) acquire enough score level, 6 students (15%) get less score level, and 9 students (22.5%) get fail score level in comprehending the advertisement texts.

So, the mean of students' score in comprehending the advertisement texts can be computed as follows:

$$M = \frac{2275}{40} = 56.9\%$$

The average or mean of the students' ability in comprehending the advertisement texts at the second year students of *SMK Taruna Mandiri Pekanbaru* is 56.9. It means that their ability level is enough.

From the calculation above, it can be seen that the result percentage of the students' average in comprehending the advertisement texts is 56.9%. Because the result is 56-65, it means that their ability is enough. However, enough category does not indicate that it is satisfying since students still do not understand about reading the advertisement text. They should improve their reading especially on the advertisement texts to catch a very good level.

2. The factors influencing the students' ability in comprehending the advertisement texts

TABLE XXI
RECAPITULATION ON TABLE OF FACTORS THAT INFLUENCE
THE STUDENTS' ABILITY IN COMPREHENDING THE
ADVERTISEMENT TEXTS

	A		B		C		D		E		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
1	19	47.5%	2	5%	11	27.5%	5	12.5%	3	7.5%		
	95		8		45		36		5		149	74.5%
2	0	0%	2	5%	15	37.5%	18	45%	5	12.5%		
	0		8		45		36		3		94	47%
3	0	0%	11	27.5%	2	5%	5	12.5%	3	7.5%		
	0		44		6		10		3		98	49%
4	7	17.5%	13	32.5%	12	30%	5	12.5%	3	7.5%		
	35		52		36		10		3		136	68%
5	19	47.5%	11	27.5%	2	5%	5	12.5%	3	7.5%		
	95		44		6		10		3		158	79%
6	0	0%	2	5%	18	45%	17	42.5%	3	7.5%		
	0		8		54		34		3		99	49.5%
7	9	22.5%	3	7.5%	11	27.5%	7	17.5%	10	25%		
	45		12		33		14		10		114	57%
8	11	27.5%	5	12.5%	13	32.5%	10	25%	1	2.5%		
	55		20		39		20		1		135	67.5%
9	10	25%	3	7.5%	21	52.5%	4	10%	2	5%		
	50		12		63		8		2		135	67.5%
10	2	5%	2	5%	13	32.5%	9	22.5%	14	35%		
	10		8		39		18		14		89	44.5%
11	13	32.5%	20	50%	6	15%	0	0%		2.5%		
	65		80		18		0		1		164	82%
12	0	0%	1	2.5%	15	37.5%	14	35%	10	25%		
	0		4		45		28		10		87	43.5%
13	2	5%	2	5%	13	32.5%	9	22.5%	14	35%		
	10		8		39		18		14		162	81%
14	5	12.5%	2	5%	22	55%	11	27.5%	0	0		
	25		8		66		22		0		121	60.5%
15	22	55%	5	12.5%	6	15%	4	10%	3	7.5%		
	110		20		18		8		3		159	79.5%

Where:

Always = 5

Often = 4

Sometimes = 3

Seldom = 2

Never = 1

High or low students' ability in comprehending the advertisement texts is strongly influenced by many factors. It means that there are some factors

influencing the students' ability in comprehending the advertisement texts; one of them is an individual factor.

The factors can be interpreted as follows:

- a. If the total percentage $> 50\%$ = the factors is high influential.
- b. If the total percentage $< 50\%$ = the factors is low influential.

These factors are related to the students' ability in comprehending the advertisement texts at the second year of *SMK Taruna Mandiri Pekanbaru*. It can be seen on the item number 1 in which the students like reading English texts books before learning reading the advertisement texts. The total number is 149 and the percentage is 74.5%. The item number 5 indicates that the students are interested in the advertisement text because they like what the advertisement texts offer. The total number is 158 and the percentage is 79%. The item number 11 points to the students who do not try to improve their reading the advertisement texts' score by studying hard. The total number is 164 and the percentage is 82%. Item number 13 shows that the students do not interrupt and ask the teacher about the material when they do not understand it yet. The total number is 162 and the percentage is 81%. Item number 15 refers to the students who do not use their spare time to read lot of English texts, such as articles, magazines, and newspapers. The total number is 159 and the percentage is 79.5%.

The factors influencing the students' ability in comprehending the advertisement texts are:

1. The first factor influencing the students' ability in comprehending the advertisement texts is that the students do not like reading English text books before learning reading.
2. The second factor influencing students' ability in comprehending the advertisement texts is that the students are interested in the advertisement text because they like what they offer.
3. The third factor influencing students' ability in comprehending reading the advertisement texts is that the students do not try to improve their reading advertisement texts' score by studying hard.
4. The fourth factor influencing the students' ability in comprehending the advertisement texts is that the students do not interrupt and ask the teacher about the material when they do not understand it yet.
5. The fifth factor influencing students' ability in comprehending the advertisement texts is that the students do not use their spare time to read lot of English text, such as articles, magazines, and newspapers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study is aimed to examine the second year students of *SMK Taruna Mandiri Pekanbaru* in comprehending the advertisement text. It can be seen that none of students obtains a very good level in comprehending the advertisement text. The writer just finds 12 students (30%) catch good level, 13 students (32.5%) obtain enough level, 6 students (15%) gain less level, and 9 students (22.5%) achieve fail level. So the result percentage of the students' average in comprehending the advertisement texts is enough (56.9%) classification. It means that the students still do not comprehend about reading the advertisement text. They should improve their study in reading especially on the advertisement text to attain a very good level.

The students' ability in comprehending the advertisement texts is also inclined by some factors as follows:

1. The first factor influencing students' ability in comprehending the advertisement texts is that the students do not read English text before learning reading
2. The second factor influencing students' ability in comprehending the advertisement texts is that the students are interested in the advertisement texts because they just like what they offer.

3. The third factor influencing students' ability in comprehending the advertisement texts is that the students do not attempt to progress their reading advertisement texts' score by studying hard.
4. The fourth factor influencing students' ability in comprehending the advertisement texts is that the students do not interrupt and ask the teacher about the material when they do not understand it yet.
5. The fifth factor influencing students' ability in comprehending the advertisement texts is that the students do not use their spare time to read lot of English text, such as articles, magazines, and newspapers.

B. Suggestion

Based on the conclusions above, some suggestions that could be applied in teaching and learning process of reading the advertisement texts are as follows:

- To the teacher.
 1. The teacher should provide extra homework to encourage them to study at home in order to make the students familiar with reading the advertisement texts, and to improve the students' ability in comprehending the advertisement texts.
 2. The teacher should have learning media such as articles, magazines, or newspapers in order to provide learning process run smoothly in order that the students feel enjoy and never bored when they are learning.
- To the students.

1. Memorize a new vocabulary is dreadfully important for the students to advance their ability in comprehending the advertisement texts.
2. Since based on the finding research the students have enough level ability in comprehending the advertisement texts, the students have to read more at home or at school.

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Appendix I

Test

Direction:

- The test below is research instrument
- This test will not influence your mark
- Time is 60 minute
- Tanks you for your participation

Instructions:

- Read the text carefully !
- Choose the correct answer from the opinions provided based on the text
- Mark your answer on the answer sheet by putting a cross (x) over a, b, c, or d.

1-2 refers to the following advertisement

THE HYPERMART
Invites you to
A Spring full of value and saving.....
.....**With our**
Good Customer
Discount Card.

- Save 7% on each and every item you buy.
- Good all spring at all
Hypermart Locations.

IN MALL-SKA
The Hypermart
First Floor

1. This advertisement is about?
 - A. The purchase
 - B. The sale
 - C. The discount
 - D. The auction
2. How can you get is the discount each item?
 - A. Buy each item
 - B. Go to Greenary location
 - C. Send in card
 - D. Buy many items

3-4 refers to the following advertisement

Are you tired of getting up to turn off the television? Tired of getting up to turn down the radio? Turn on the video recorder? Our new remote control

Will let you operate any electronic appliance in your home from a comfortable chair.

**Call our toll-free number for more
Information. No sales personnel will
call your home.**

3. What is being offered in the above advertisement?

- A. A television
- B. A radio
- C. A video recorder
- D. A remote control device

4. How can consumer learn more?

- A. Have a salesperson call at home
- B. Visit a toll-free number
- C. Call a toll-free number
- D. Read an electronic magazine

5-6 refers to the following advertisement

NOW, WHEN
You Purchase A
Wizard
Foreign Language
Program,
We'll Send You
A FREE GIFT!

Order a full wizard language program and we'll send you a portable stereo cassette player absolutely free. A great way to learn a new language and a fully portable way to take your lessons wherever you go.

What a great way to enjoy your new language! So, order now. (Retail value Rp.25.000)

Call 1-800-555-4980

5. Which of the following is offered at charge?

- A. Language computer
- B. Language tapes
- C. Language TV
- D. Language VCD

6. How can you get a free gift?
- A. Order a full language program
 - B. Order a full stereo cassette player
 - C. Order a half language program
 - D. Order a half stereo cassette

7-9 refers to the following advertisement

The Office Writer's Hand

Is a necessary reference work for anyone who has to write for business purposes. It states the rules of English grammar accurately and clearly, and shows you how to apply them to your letters, writing gives approved formats for business letter, report, and even charts. A special section covers the most common writing mistakes and how to avoid them. People choose this book than any other.

7.is offered in the special section.
- A. Sample charts
 - B. Writing formats
 - C. Sample business letter
 - D. Common mistakes
8. How does this book describe the rules of English grammar?
- A. Clearly and correctly
 - B. Slowly and carefully
 - C. Quickly and easily
 - D. Correctly and slowly
9. Why do people like better this book than any other?
- A. It has good capacity
 - B. It has a good quality
 - C. It has not good capacity
 - D. It has not a good quality

10-11 refers to the following advertisement

ATTENTION MANUFACTURERS

We introduce and distribute your products
To 125, 000 distributors in 155 countries, **FREE!**

For a **FREE** information kit call:

Tel:(310) 555-4434 Ext. 105. Fax (310) 553-5555

GRAND TECHNOLOGIES LIMITED

10. Who is the advertisement for?
- A. Distributors
 - B. Sales representatives
 - C. Manufacturers
 - D. Information specialist

11. What is the attracted of motion words on the advertisement text above?
- A. Attention manufacturers
 - B. We introduce and distribute your producets to 125,000 distributors in 155 Countries, FREE!
 - C. For a FREE information kit call:
 - D. Grand technologies limited

12-13 refers to the following advetisemet

<p style="text-align: center;">SALES MANAGER Multinational company seeks Sales manager for its office products division. Candidate must have 10 years experiance in sales development in the field and the ability to motivate and train incoming sales staf. Good salary and benefits should sent their resume to: The Daily News, SALES MANAGER 855, Delima Street, Panam-Pekanbaru</p>
--

12. Where should applicants send their resumes?
- A. To the company
 - B. To the division manager
 - C. To the vice-president of sales
 - D. To the newspapaer
13. Why should the company look for a sales manager that has 10 year experience?
- A. The company wants to find a good ability of sales manager
 - B. The company wants to give a good salary
 - C. The company wants to a good ability sales manager to motivate and train incoming sales staff
 - D. The company wants to give many facilities

14-15 refers to the following advertisement

<p>Data Entry? Clerk Insurance firm seeks data reliable, detail – oriented person for operations division. Responbilities include data entry, filling, and word processing. Good salary and benefits. Pleasant atmosphere. Room to advance.</p>
--

14. One of the possibilities of this job is....?
- A. Answering the phone
 - B. Selling insurance
 - C. Operating a divison
 - D. Data entry

15. How is the salary this advertisement describes?
- A. Very good
 - B. Good
 - C. Very bad
 - D. Bad

16-19 refers to the following advertisement

WHY WAIT FOR A BETTER JOB

Get a great job now !

Sulthan Syarif Kasim Airport

Is hiring full-time representative for
Sales & Reservations. Talk to our employees
and discover why we're the best thing in the air.
Interviews on the spot!

Bring your resume

OPEN HOUSE

Sultan Syarif Kasim Airport

Southeast Regional airport

Thursday, June 15 7:30 P.M.

16. What is available at the open house?
- A. Position in national air headquarters
 - B. Jobs as pilot and co-pilot
 - C. Position in reservation and sales
 - D. A tour of the offices
17. The purpose of this advertisement is...?
- A. To meet new people
 - B. To recruit potential employees
 - C. To sell tickets
 - D. to show off the new regional airport
18. Where will the event be held?
- A. At the sultan syarif kasim airport
 - B. At the owner's house
 - C. At the employee's room
 - D. At the regional office
19. Why should you bring your resume?
- A. Want to know your salary and experience
 - B. Want to know your job and salary
 - C. Want to know your identity and quality
 - D. Want to know your capability and experience

20-21 refers to the following advertisement

The city convention center is

Looking for assistant convention coordinator. Duties include organizing exhibit and meeting space for upcoming conventions, overseeing exhibit set-up, and coordinating audio-visual requests of participations. If you are good with details, enjoy people, and don't want to sit behind a desk, this job is for you. Come by city Hall, Room 203. For an application.

20. What kind of person is suitable for this job?
- A. Someone who prefer to work alone
 - B. Someone who works well with people
 - C. Someone who likes a quiet atmosphere
 - D. Someone who hates details
21. How would you apply for this job?
- A. Write a letter
 - B. Submit a resume
 - C. Get an application at City Hall
 - D. Call the convention Center

22-24 refers to the following advertisement

**Summer is great time to return to school!
If you need better business skills, let us help**

Each summer Claybourne University School of business administration Offers special courses for experience managers who want to sharpen their Week-long intensive session that stimulates the world of international Commerce. You will learn new theories and study the way business is Conducted around the world. Students in previous sessions have reported that What they learned was immediately applicable to their own work situation. Only one person from a company is accepted into this special program. All Applications require three of recommendation and proof of employment This course is more popular than other course!!!

For information, call the
Summer Education Centre
School of business administration
Claybourne University
903-477-6768 Fax: 903-477-6777

22. This advertisement suggests that you do this summer is....?
- A. Take a vacation
 - B. Go to school
 - C. Get a new job
 - D. Consider a career in business
23. Who attends this centre?
- A. Professional managers
 - B. College professor changing careers
 - C. Undergraduate students in business
 - D. Office staff
24. How long is the course?
- A. All summer
 - B. one week
 - C. Three evenings
 - D. Two years

25-26 refers to the following advertisement

Careers in
Hotel & Restaurant Management
Learn
Professional hospitality
At our training institute!

- 6-12 month certificate programs
- Classes days, night, or weekends
- Job placement assistance upon completion

Classes begin april 1. call the school for
Further information.

25. When will the school help you get a job?
- A. When you enroll
 - B. While you are studying
 - C. When you have finished the course
 - D. For a year after graduation
26. If you want to know more, what should you do?
- A. Visit classes
 - B. Meet some graduates
 - C. Talk to employers
 - D. Call the school

27-28 refers to the following advertisement

This new and unusual building in the downtown business district offers unique opportunities for small to medium-sized tenants to occupy an entire floor.

OFFICE SUITES

From **1,600 to 6,000** square feet are Available for immediate occupancy,
Commuting is easy, with the nearest Subway stop only one block
Away convenient to shops, restaurants, Hotels and business service.

**For Leasing information call
302-572-5947**

27. Which of the following is NOT close to the building?
- A. Shops
 - B. Hotels
 - C. Restaurants
 - D. Parks
28. This advertisement is available for...?
- A. Buying a building
 - B. Renting office space
 - C. Starting a business
 - D. Staying at a hotel

29-30 refers to the following advertisement

**The advantages that make us #1 in Asia
YES! Please send me your student travel catalog**

Experience
We have the most experience
In overseas student travel

References
we stand by our reputation
we'll give you the names of

Years of discovering the best sights and events, the best
Hotels and restaurants, the best staff here and abroad—all
priced for a student's budget.

past participants so you can
get a firsthand impression.

Popularity
More students choose our
outings to Asia than any other

Savings
We can pass on greater volume discounts,
so your dollars will buy you more

Member, Association of World Travel Organizations

29. Why should someone choose this travel agent?
- A. It offers varied travel packages
 - B. It has a good safety record
 - C. Its packages are all-exclusive
 - D. Other people like it

30. How is the cost of out of asia tours describe?
- A. Price is suitable for a budget teacher
 - B. Price is suitable for a budget of students
 - C. Price is suitable for a budget employee
 - D. Price is suitable for budget staff

Appendix II

Questionnaires

1. I read English text before learning reading
 - a. Always b. Often c. Sometimes d. Seldom e. Never
2. The teacher explains the reading material, especially reading advertisement text clearly.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
3. I interested in advertisement text, because of the attracted of motion words.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
4. I read passage more than once or several time to comprehend it completely.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
5. I *interested* in the advertisement texts because I like what the advertisement texts offer
 - a. Always b. Often c. Sometimes d. Seldom e. Never
6. I feel that learning reading advertisement text is much useful for my future, like seeking job, and other information.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
7. When I find a new vocabulary on the reading advertisement text, I write it.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
8. I pay attention to the lesson during the teaching and learning process.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
9. I look dictionary when there are words in reading text, especially reading advertisement text.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
10. The teacher motivates us to read a lot of English texts books.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
11. I try to improve my reading advertisement text's score by studying hard.
 - a. Always b. Often c. Sometimes d. Seldom e. Never
12. I feel that learning reading advertisement text not only to pass the exam but also in reach my vocabulary, and improve my knowledge.
 - a. Always b. Often c. Sometimes d. Seldom e. Never

13. I interrupt and ask the teacher about the material that do not understand yet.
a. Always b. Often c. Sometimes d. Seldom e. Never
14. The teacher teaches reading the advertisement texts by using media
a. Always b. Often c. Sometimes d. Seldom e. Never
15. I use my spare time to read a lot of English texts, such as articles, magazines, and newspapers.
a. Always b. Often c. Sometimes d. Seldom e. Never

Appendix III

ANSWER KEY

1. B
2. A
3. D
4. C
5. D
6. A
7. D
8. A
9. B
10. C
11. B
12. D
13. C
14. D
15. B
16. C
17. B
18. A
19. D
20. B
21. C
22. B
23. A
24. B
25. C
26. D
27. D
28. B
29. C
30. B

Appendix V

STANDARD DEVIATION OF STUDENTS

Students	Score (X)	f	X	X²
1	67	1	10	100
2	77	1	20	400
3	63	1	6	36
4	70	1	13	169
5	63	1	6	36
6	60	1	3	9
7	63	1	6	36
8	53	1	-4	16
9	63	1	6	36
10	63	1	6	36
11	67	1	10	100
12	67	1	10	100
13	47	1	-10	100
14	73	1	16	256
15	63	1	6	36
16	60	1	3	9
17	57	1	0	0
18	47	1	-10	100
19	70	1	13	169
20	77	1	20	400
21	70	1	13	169
22	50	1	-7	49
23	63	1	6	36
24	63	1	6	36
25	40	1	-17	289
26	57	1	0	0
27	53	1	-4	16
28	33	1	-24	576
29	33	1	-24	576
30	40	1	-17	289
31	57	1	0	0
32	43	1	-14	196
33	70	1	13	169
34	67	1	10	100
35	37	1	-20	400
36	70	1	13	169
37	43	1	-14	196
38	33	1	-24	576
39	43	1	-14	196
40	40	1	-17	289
Total	X = 2275	N = 40		X² = 6471

A. MEAN SCORE

$$M = \frac{\sum X}{N}$$

Where: M : Mean

$\sum X$: Total score of students

N : Total frequency of students (Hartono 2004:56)

$$M = \frac{\sum X}{N}$$

$$M = \frac{2275}{40}$$

$$M = 56,9$$

$$M = 57$$

B. STANDAR DEVIATION

$$SD = \sqrt{\frac{\sum X^2}{N}}$$

Where:

SD = Standard deviation

$\sum X^2$ = Total score deviation after in quadrate

N = Number of students

(Hartono 2004:55)

$$SD = \sqrt{\frac{\sum X^2}{N}}$$

$$= \sqrt{\frac{6471}{40}}$$

$$= \sqrt{161.8}$$

$$SD = 12.72$$

After the calculation of Mean (M) and Standard Deviation (SD) of the students on the test obtained, the writer analyzed the reliability of the test by using the following measurements:

0.800 – 1.00 = very high

0.600 – 0.800 = high

0.400 – 0.600 = enough

0.200 – 0.400 = low

0.00 - 0.200 = very low

(Suharsimi Arikunto 1999:75)

Appendix VI

The Students' Score in Comprehending the Advertisement Texts in the Try Out

Students	Score	Mean Deviation	d
Student 1	13	-2	4
Student 2	20	5	25
Student 3	12	-3	9
Student 4	19	4	16
Student 5	22	7	49
Student 6	11	-4	16
Student 7	11	-4	16
Student 8	20	5	25
Student 9	9	-6	36
Student 10	11	-4	16
Student 11	15	0	0
Student 12	12	-3	9
Student 13	14	-1	1
Student 14	19	4	16
Student 15	17	2	4
N = 15	225	0	242

1. The formula is used to find out the Mean Score of the try out is as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{225}{15}$$

$$M_x = 15$$

2. The formula used to find out the standard deviation is:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

$$SD = \sqrt{\frac{242}{15}}$$

$$SD = \sqrt{16.13}$$

$$SD = 4.02$$

3. The formula used to find out the reliability of advertisement texts in the try out

test is:

$$N = 30$$

$$m = 15$$

$$y = 4.02$$

$$R_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{Ny^2} \right]$$

$$R_{ii} = \frac{30}{30-1} \left[1 - \frac{15(30-15)}{30(4.02)^2} \right]$$

$$R_{ii} = \frac{30}{29} \left[1 - \frac{15(15)}{30(16.1604)} \right]$$

$$R_{ii} = \frac{30}{29} \left[1 - \frac{225}{484.812} \right]$$

$$R_{ii} = \frac{30}{29} [1 - 0.464]$$

$$R_{ii} = 1.03[0.536]$$

$$R_{ii} = 0.552$$

Based on the result above, we know that the reliability is 0.552. According to Suharsimi Arikunto the reliability of the test is enough, because it is between 0.400 – 0.600. So, it means that the ability test is reliable.